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ABSTRACT

Recommendations are included for area vocational-technical schools covering aspects of administration, curriculum, instruction, student factors, advisory committees, and physical plant. Other recommendations on the outcomes of the 1970 vocational education objectives include programs for the areas of secondary school, post-secondary, adult, disadvantaged, handicapped, consumer and homemaking education, cooperative education, and teacher education. Recommendations concerning State-level administration and supervision also are included. (EA)

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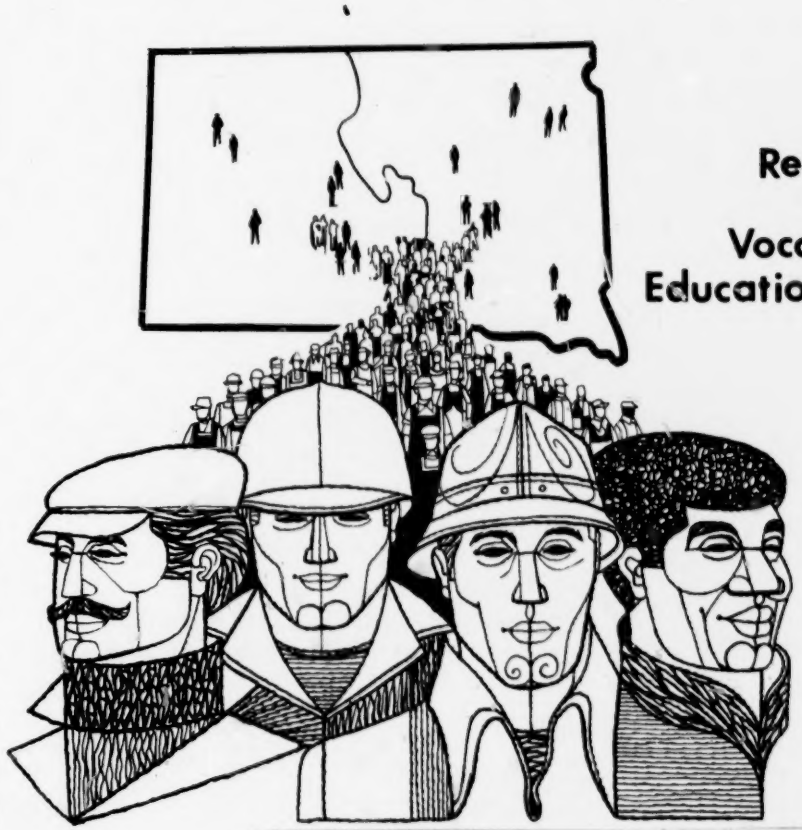

Summary of Recommendations for Vocational-Technical Education in South Dakota

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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State Advisory Council
Report to
South Dakota Board of
Vocational Education

CE000 561

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Preface

The evaluation of the Vocational-Technical program in South Dakota is in fulfillment of the contractual arrangement between the South Dakota State Advisory Council for Vocational-Technical Education and the Vocational Consultants as noted subsequently.

The results of this evaluation are presented with pleasure to the South Dakota Advisory Council and others interested in the development of this vital phase of educational endeavor and its far reaching effect on the local, State and National social and economic well being. The evaluative report for the 1969-70 School Year is the culmination of the efforts of many individuals and groups including the South Dakota State Advisory Council for Vocational-Technical Education, the State Vocational-Technical Education Staff, the State Industrial Development Bureau, the Guidance Division of the State Department of Education, the area Vocational-Technical School Administrators and others. Special Acknowledgement is given to Mr. E. B. Oleson, State Executive Director for Vocational-Technical Education, and his professional and non-professional staff for their assistance.

Sincere appreciation is extended by the Vocational Consultants to the following personnel for their efforts as evidenced by the time and energy devoted to this evaluation. Without their dedication and devotion to duty this evaluation would not have been possible:

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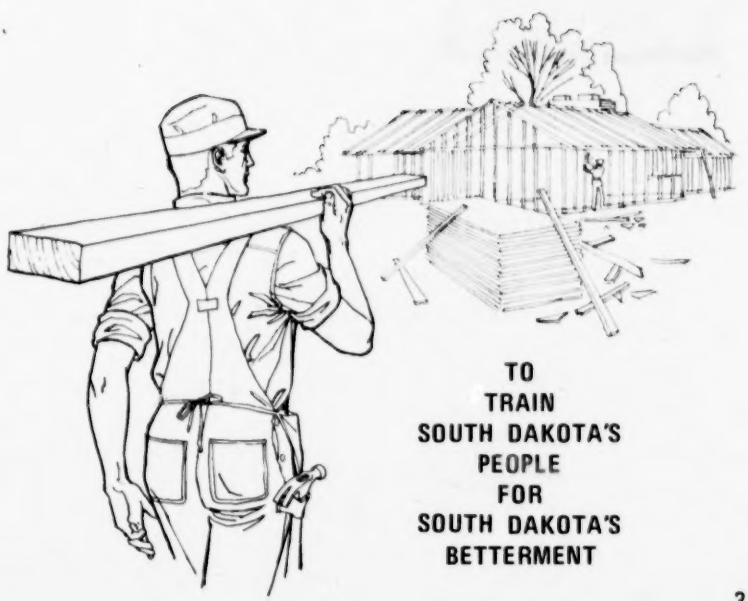
Vocational-Technical Consultants for Advisory Committee, FY 1970 Evaluation Report

A. R. Bunger
H. L. Benson
Dr. R. W. Canada

E. B. Oleson,
State Director
Division of Vocational
Technical Education
Pierre, South Dakota 57501



**TO
TRAIN
SOUTH DAKOTA'S
PEOPLE
FOR
SOUTH DAKOTA'S
BETTERMENT**

Recommendations for Area Vocational-Technical Schools

Administration

Concerning the ADMINISTRATION aspect of the State-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. **The State Legislature of South Dakota by statutory action divide the State into six districts, or administrative units, covering collectively the entire sixty-seven (67) counties, for area vocational-technical schools, with the boundaries of the six (6) districts delineated by the State Board of Vocational Education.**

2. **Statutory provision be made requiring that, in each district, an Area Vocational-Technical School Board be established with at least the following characteristics:**

   (a) Each Board will consist of nine (9) members to be elected at large on a non-partisan ballot, each member to serve three (3) year terms, with three (3) members being elected every three (3) years, and eligible for re-election.

(b) Each county shall be represented by an elected member except that in a district with more than nine (9) counties, a plan of rotation shall be worked out so that each county in turn will at a given time have an elected representative on the Board.

(c) The boards for area vocational-technical schools shall have the same financial powers regarding taxes, bond issues, contracts, and state financial assistance as those given to local school districts.

(d) Each area vocational-technical school board shall select annually from its membership a President, Vice-President, and Clerk-Treasurer.

3. **Each area vocational-technical school board will administer a program of vocational-technical education in accordance with the direction of the State Board of Vocational Education which shall include the following minimum characteristics:**

(a) Programs designed to meet the occupational needs of in-school youth, out-of-school youth and adults

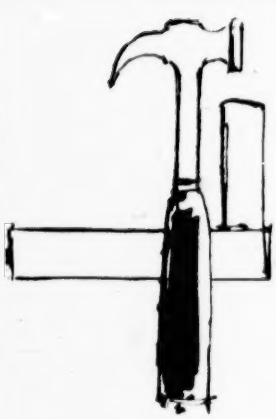
(b) Programs designed for disadvantaged and handicapped persons

(c) Programs designed especially for women which will lead to gainful employment

(d) Programs in consumer and homemaking education

(e) Programs of Cooperative Education through which a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes.

4. Each area vocational-technical school board conduct a comprehensive program of vocational-technical education consisting of at least five (5) occupational areas in at least one center of the district in addition to such



singular or combined programs in satellite communities of the district as would be feasible to meet the needs of those persons residing beyond a reasonable commuting distance from the central program.

5. The centers designated earlier as area vocational-technical schools, namely, Sioux Falls, Mitchell, Watertown, Rapid City, and Sturgis be re-designated as training centers under this new administrative plan, and that the center for the sixth district be designated on or before the effective date of the plan.

6. **The cost of financing the capital improvements (site, building, equipment) be borne on a 50-50 basis -- 50 per cent by the area vocational-technical school district and 50 per cent by combined State and Federal funds; and that the operating costs be borne one-third by the area vocational-technical school district and two-thirds by State and Federal funds. An alternate plan would be that of total State-Federal financing.**

7. The area vocational-technical school districts, in establishing their respective centers or in maintaining those already in existence, build new physical facilities unless adequate **area school** facilities can be bought or leased from local secondary school districts, other governmental units, or in the case of satellite centers, such facilities could more feasibly be acquired by rental or purchase from private sources.

8. A minimum school levy be required in each of the six area vocational-technical school districts as a source of area school financing and in order to qualify for State and/or Federal funds, and that the minimum levy be uniform among the six districts. Should total Federal-State financing become a reality, this levy would be unnecessary.

9. **The area vocational-technical schools operate through the State's Division of Vocational-Technical Education -- its Executive Director and professional staff.**

10. All vocational-technical schools operating as a part of the State-wide system be open to any resident of the State who can profit by the training offered.

11. There be a minimum tuition charge for residents of the State for attending the schools, and that a uniform system of student fees be established by the State Board of Vocational Education.

12. **Each area vocational-technical school board select a chief executive officer (administrator) to be known as the Director who shall be a person with interest and experience in vocational-technical education, with preparation for and experience in school administration, and who shall otherwise meet the requirements of the State Plan for Vocational-Technical Education.**

13. The area school Director select and recommend to the area vocational-technical board for appointment additional staff -- professional, para-professional, office, custodial, and maintenance -- as the need indicates and the budget permits.

14. The staff of the area vocational-technical schools serve as consultative personnel in assisting local high schools in the area school district with their exploratory, pre-vocational and vocational programs and with any adult vocational education programs.

15. **The South Dakota Vocational-Technical Institute of Southern State College at Springfield be continued as a State supported facility under the administration of the Board of Regents, for the purpose of offering two-year vocational-technical programs leading to an Associate Degree of Applied Science, and that the Institute be considered an integral part of the State-wide system of area vocational-technical schools.**

16. A thorough re-study be made of all the factors that should be considered in defining or redefining the six geographic areas designated for the purpose of service by the area vocational-technical schools. Consideration should be given to valuations as a potential tax base, population distribution, geographic barriers, distances, transportation and highway facilities and other factors that might bear on the feasibility and effectiveness of the area

school services in fulfilling the needs of a maximum number of persons in the State of South Dakota; and further, that such a study be made before any steps are taken to re-design the State-wide system of area vocational-technical schools, realign the present boundaries of the areas, or implement any of the major changes recommended in this portion of the evaluation report.

Curriculum

Concerning the CURRICULUM aspect of the State-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. **The state make a feasibility study to determine how persons in the outlying areas of the districts may be served by setting up mobile units, by setting up satellite programs in strategic locations and by the use of itinerant instructors.**

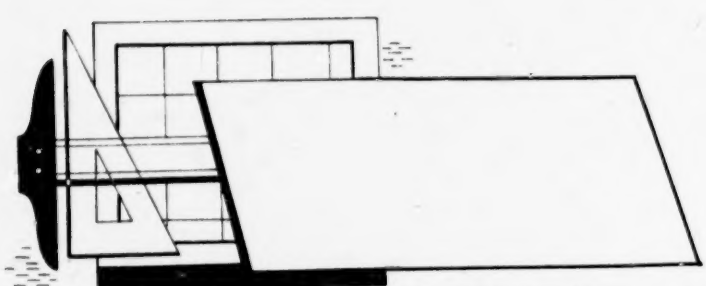
2. **More curricula for women be developed in areas such as office occupations, food service, cosmetology, health services, design, drafting, and commercial art and others which provide employment opportunities for women.**

3. **Greater emphasis be directed toward the recruitment of potential adult and post-secondary students who need initial training, or those who need upgrading and improvement for the job they now hold.**

4. **An increasing role be taken by the State Board of Vocational Education in the training of the disadvantaged and handicapped Indian.** As a first step, an exploratory meeting be held to discuss ways and means by which vocational-technical education may be of greater service to this minority group. Such a meeting would be comprised of but not limited to high level representatives of the State Department of Vocational-Technical Education, the Bureau of Indian Affairs, Division of Vocational Rehabilitation and the U. S. Employment Service and other such organizations as have demonstrated an interest and ability to further the training objectives and job opportunities for this minority group.

5. Training for "emerging" occupations be provided when such occupations are identified and the need established by the U.S. Employment Service.

6. The State Vocational-Technical Advisory Council continue to take all necessary steps to see that up-to-date manpower needs information is made available to the State Vocational Staff and also that the computer service in Washington be utilized to the fullest extent.



7. Course content be kept current by the use of advisory craft committees to review course instructional materials on a regular basis. A copy of the ongoing course outline should be placed in the hands of each committee member a week or ten days prior to the meeting date at which the materials are to be reviewed.

8. **All citizens of the area school district be made familiar with the educational opportunities in the area vocational school and that local high school students, guidance personnel, faculties and the general public be given a special invitation to visit the school.**

Instruction

Concerning the INSTRUCTIONAL aspect of the state-wide system of the area vocational-technical schools, IT IS RECOMMENDED THAT:

1. **The State of South Dakota continue to maintain the high standards now in existence for the selection of vocational-technical education professional personnel.**

2. **Teacher training institutions in cooperation with the State vocational staff increase the itinerant teacher training services to the local schools, and that they select qualified persons throughout the State and place them on their staff of teacher trainers to conduct local credit courses by extension.**

3. The teacher training institutions in cooperation with the State vocational staff set up several one-day workshops to cover the same materials given in a regular credit course and credit be given for those completing the course.

4. Copies of all course outlines be made available to the State supervisors who are responsible for the respective programs, and that general guides for course construction be developed for state-wide use.

5. The State Vocational-Technical Staff develop a format of a Student Progress Record Chart and distribute copies to all schools in the State for their use in each vocational-technical course.

6. Since nearly 25 per cent of all the work force is engaged in agricultural occupations, that additional courses in this occupational area be developed.

Student Factors

Concerning the STUDENT FACTORS aspect of the state-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. **Effort be made to provide pre-enrollment counselling to each individual applicant concerning his interests and aptitudes and weigh these against those needed for the occupation for which he wishes training, and**

that each trainee be involved in no less than three counseling sessions with the guidance counselor or the administrator of the school.

2. Where approved student housing lists are not now available that they be made up and made available to students who need them.

3. **Each area vocational-technical school cooperate with the local office of the U. S. Employment Service in placing graduates and, in addition, other appropriate placement efforts be made.**

4. An annual five-year follow-up study of graduates be made to determine placement success, adequacy of training, employee progress, and satisfactions and dissatisfactions of the student and employers with the training program.

Advisory Committees

Concerning the ADVISORY COMMITTEE aspect of the state-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. **All area vocational-technical schools have both a general advisory committee and the necessary specific craft committees for each occupational area.**

2. Advisory committees be used for curriculum revision, equipment selection, new course development, recruitment and placement of trainees, completion ceremonies, public relations and information.

3. Advisory committees be utilized frequently at regular meetings.

4. Advisory committees and their members be given appropriate recognition whenever possible at graduation ceremonies, open houses, exhibits, and through the means of brochures and news articles.

5. Accurate minutes of advisory committee meetings be kept and copies be made available to the district board and the State Supervisor who is responsible for the specific program of instruction.

6. When an advisory committee's recommendation is not to be accepted and implemented that the reasons for the rejection be made known to the advisory committee; however, if at all possible, the advisory committee's recommendations shall be implemented.

7. Recommendations concerning any aspect of the area vocational schools program be made by a concensus of the committee in regular meeting.

Physical Plant

Concerning the PHYSICAL PLANT aspect of the State-wide system of area vocational-technical schools, IT IS RECOMMENDED THAT:

1. **The fine facilities now provided be further enhanced by providing additional storage facilities.**

2. **Safety conditions be closely observed and cluttering be prevented so hazardous conditions do not develop.**

Recommendations on Outcomes of 1970 Vocational Education Objectives

Secondary School Programs

Concerning SECONDARY VOCATIONAL EDUCATION, IT IS RECOMMENDED THAT:

1. The Trade and Industries programs be greatly expanded to meet the emerging needs for workers as the trend for employment opportunities moves from agrarian to industrial and from rural to urban.

2. The Distributive Education program offerings and enrollments be increased to be more compatible with the proportion of workers in this field.

3. Greater use be made of the "cooperative/part-time" concept of vocational education by all vocational services at the secondary school level.

4. Guidance counselors be given training in vocational education and be provided with occupational data, materials and information in order to help students understand the opportunities available and the training needed to enter the world of work.

5. The State education officials work to achieve a vocational student-guidance counselor ratio of 200:1.

Post-Secondary

Concerning POST-SECONDARY, IT IS RECOMMENDED THAT:

1. **An intensive recruitment program be implemented to encourage a larger per cent of post-secondary students to enroll in the Area Vocational Schools, and maximum use be made of all news media and public information techniques possible.**

2. Emerging occupations pertinent to South Dakota be identified and training programs be instituted to help fulfill such employment needs.

Adult

Concerning recommendations for ADULT EDUCATION, IT IS RECOMMENDED THAT:

1. More comprehensive offerings in adult classes be developed in production and technical agriculture.

2. **The area vocational schools expand their role in all service areas in training and retraining of adults to meet the ever-changing and advancing technologies.**

3. The secondary schools throughout the State assume a greater responsibility in the training and re-training of the adults of their communities for the world of work. Further, that special study be given to the ways and means by which the State Department of Education and the Vocational-Technical Division might best promote this responsibility.

4. A special study be made to determine the need for training in those occupational areas especially suitable for women, and further, that action be taken with respect to the findings which result in program implementation.

Disadvantaged

Concerning the DISADVANTAGED population, IT IS RECOMMENDED THAT:

1. **Special programs in all services and at all levels be organized where feasible to train the disadvantaged in marketable skills.**

2. Priorities be set in determining how and where pilot classes for the disadvantaged might be organized and conducted most effectively in the State.

3. Special consideration and effort be given to establishing work-study programs for the disadvantaged.

Handicapped

Concerning the HANDICAPPED population of the State, IT IS RECOMMENDED THAT:

1. **Teachers throughout the State (all services) be oriented to problems inherent in training the handicapped, referral procedures, training agencies, assistance programs, etc. for the handicapped.**

2. Work-study programs compatible with individual handicaps be given special emphasis.

Special Programs

Among the State staff's top priorities relating to objectives set for 1969-70 school year were those related to (1) research and (2) exemplary programs. While a modest beginning has been made in these two areas, much remains to be done. Consequently, IT IS RECOMMENDED THAT:

1. **Additional funds be provided for research activities.** Further, that a joint committee be formed comprised of representatives of the State Advisory Council, State Board for Vocational-Technical Education staff, teacher education staff and teachers to identify problems in vocational-technical education requiring research effort as a basis for sound program planning.

2. A thorough study be made of the kinds of exemplary programs that would make the greatest educational impact on the State's disadvantaged and handicapped population and bridge the gap between school and earning a living for young people.

State Residential Vocational Schools
(Not Applicable)

Consumer and Homemaking Education

Concerning CONSUMER AND HOMEMAKING EDUCATION, IT IS RECOMMENDED THAT:

1. An increased number of programs be established to serve the needs of adults in those areas of the State designated as "depressed."

2. An in-depth study be made of the wage-earning opportunities for women in a typical community of the State and that a pilot program be established in that community to demonstrate student selection, training procedures, and placement on the job.

Cooperative Education

Concerning COOPERATIVE EDUCATION, IT IS RECOMMENDED THAT:

1. **Increased emphasis be given by all services to developing cooperative education programs at the post-secondary level.**

Work-Study
(Not Applicable for 1969-70 FY)

Teacher Education

IT IS RECOMMENDED THAT:

1. Consideration be given to the development of pre-service and in-service training for Distributive Education teachers at both the graduate and undergraduate levels.

2. **Expanded itinerant-teacher training services be provided to all services that will:**

   (a) Give more assistance to beginning teachers and teachers new to the State on an individual and small group basis

   (b) Offer in-service workshops through district and/or State meetings designed to up-grade teachers on the job

   (c) Teach extension courses of a graduate level within districts of the State where feasible

3. Closer coordination be effected among the staffs of the respective teacher education institutions and departments to facilitate teacher recruitment, undergraduate and graduate courses, extension classes in the field and research efforts.

4. **Each of the cooperating colleges' and universities' teacher education departments add to their staff one or more qualified vocational teacher educators in order that one such person may be attached to each of the five area vocational schools. Such action would provide itinerant teacher education service on an area school district basis for the up-grading of in-service teachers.**

Recommendations Concerning State-Level Administration and Supervision

State-Level Administration and Supervision

Concerning STATE-LEVEL ADMINISTRATION AND SUPERVISION, IT IS RECOMMENDED THAT:

1. **The present administrative pattern for vocational-technical education in the State of South Dakota be continued as the most feasible means through which the occupational needs of the people of the State might be served.**

2. **The Director of Vocational-Technical Education continue as the Executive Officer of the State Board for Vocational Education and that the qualifications for this position be maintained as outlined in the 1969 State Plan for Vocational-Technical Education.**

3. The professional staff of the Division of Vocational-Technical Education be increased to provide a minimum of one full-time supervisor for each of the eight major occupational areas, including MDTA, which make up the Division and that the Director have a full-time assistant.

4. In addition to regular administrative duties, the Director and Assistant Director shall assume the responsibility for all special services relating to vocational-technical programs.

5. In cooperation with staff members, criteria be developed for establishing priorities for local program approvals for reimbursement purposes.

6. Each staff member develop a more thorough acquaintance with overall State administrative and supervisory problems.

7. A set of administrative and supervisory policies and procedures be developed and adopted, emphasizing delineation of responsibilities; identification of programs by service; uniformity in defining "disadvantaged," "handicapped," "depressed areas," and other commonly used and applicable terms; and such other matters as are important to effective coordination of staff effort.

8. The Board meet on a regular monthly basis, and each meeting include on its agenda a report from one or more of the vocational service areas in order that the Board may be more adequately informed about the progress and the emerging aspects of the State's program for vocational-technical education.

9. Continued efforts be made to increase State appropriations for vocational-technical education to a level of 50 per cent State aid to vocational-technical programs which meet State Plan requirements for reimbursement.

10. That State appropriations to the Division of Vocational-Technical Education for administrative purposes be increased to fund a minimum of one full-time supervisor for each of the eight major occupational areas which make up the Division. Further, that such appropriations as needed for a supporting secretarial staff be made.

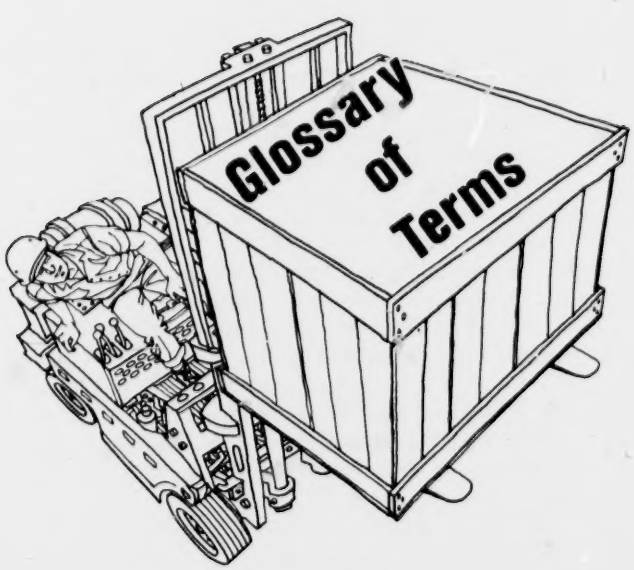
11. **An immediate assessment be made of space and facility needs for an expanded State administrative and supervisory staff and steps be taken to provide for these needs.**

Concluding Statement

Through Public Law 90–576, October 16, 1968, the Congress of the United States enacted amendments to the Vocational Education Act of 1963, extending and improving the benefits related to Vocational Education. **In this connection, it is interesting to note the degree of sensitivity exhibited by the State vocational-technical personnel in responding to the new challenges provided in the Vocational Education Amendments of the Act of 1968. Prominent among several innovative priorities set and action initiated is that of the creation of a State-wide system of area vocational-technical schools.**

Five area vocational schools are in operation and a sixth is being established. Other initiatives center on modest beginnings in cooperative education, special education programs for the disadvantaged and handicapped population, work-study programs, exemplary programs geared to rural and urban disadvantaged and handicapped, and a special research project underway. It is evident that future expansion of activities in these particular phases will be realized.

Appropriation of State funds has likewise kept pace with increased Federal funds as evidenced by an increase in State funding for vocational education from $100,000 in 1968 to $400,000 in FY 1970.



Definitions

1. **Cooperative work-study program** refers to - a program of vocational education for persons, who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the students education and employability.

2. **School facilities** refer to - classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

3. **Secondary Vocational Education Programs** (for high school students) refer to - such programs designed to prepare them for advanced or highly skilled post-secondary vocational-technical education.

4. **Handicapped persons** refer to - those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason thereof require special education and related services. Usually such persons require special education assistance or modified vocational education programs. (Categorized under Special Education.)

5. **Disadvantaged persons** refer to - those persons who have academic, economic or social handicaps that prevent them from succeeding in regular vocational education programs. (Categorized under Special Education.)

6. **Post-secondary vocational education programs** refer to - such programs designed for persons who have completed or left high school and are available for study in preparation for entering the labor market. Such persons usually fall within the 15-24 year age group.

7. **Adult education programs** refer to - such programs designed for persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment. (Persons exclusive of those receiving allowances under MDTA Act of 1962, P.L. 87–415, the Area Redevelopment Act AL. 87–27, or the Trade Expansion Act of 1962, PL 87–794.) Usually taught as short intensive adult evening extension classes.

8. **Exemplary programs** refer to - such federally supported programs designed to bridge the gap between school and earning a living for young people, who are still in school, who have left school either by graduation or by dropping out, or who are in post-secondary programs of vocational preparation.

9. **Work-Study Programs** refer to - federally supported vocational education designed for youth 15-20 years of age who have dropped out of school or who are unemployed and have been accepted for enrollment as a full-time vocational student in a program meeting the standards prescribed by the State Board of Vocational Education and the local educational agency for vocational education. Such person must be in need of the earnings and capable of maintaining a good standing in his vocational education program.